

Marsh Watch

Line Master 1 (Assessment Master)

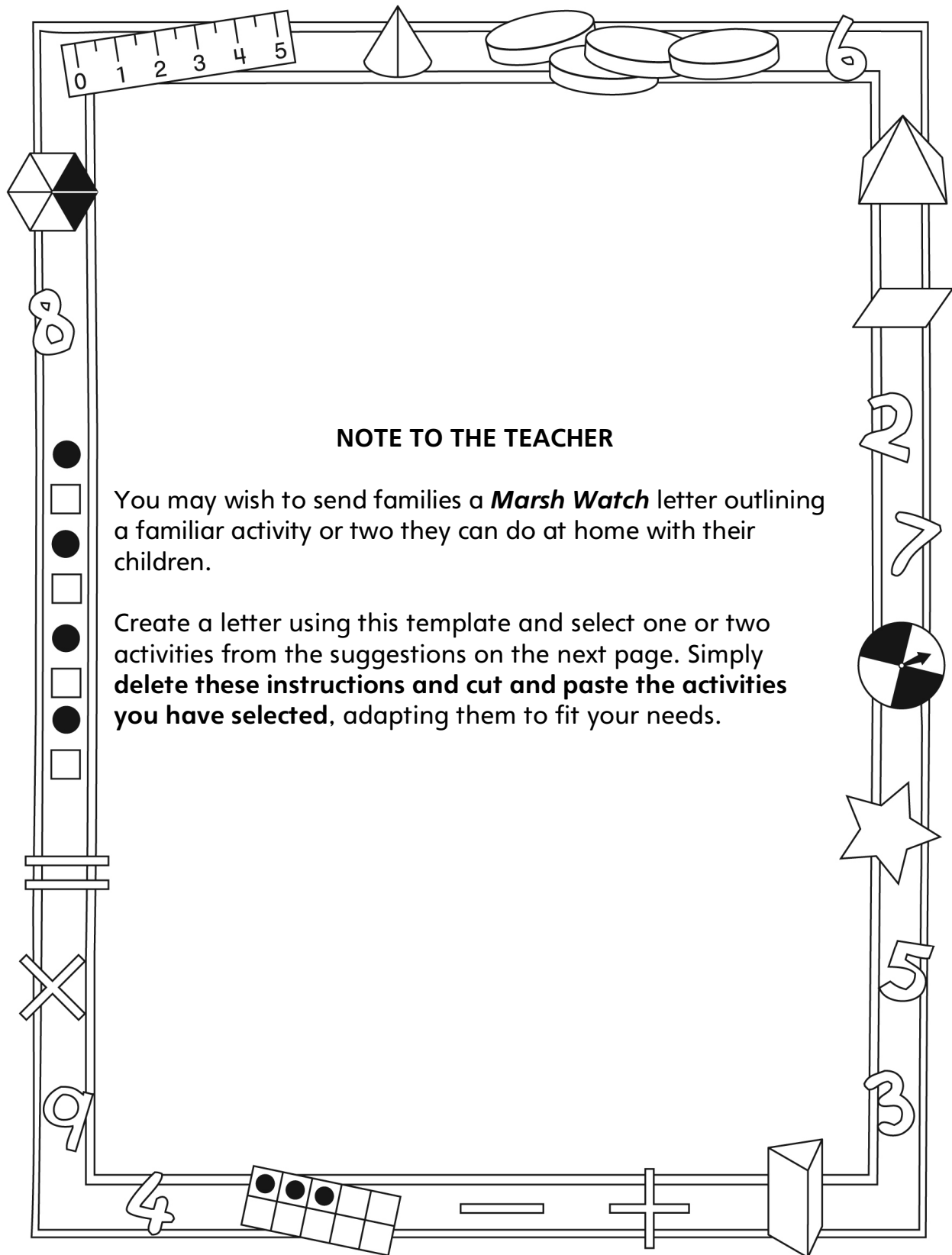
Name: _____

Collect, Organize, and Display Data	Not observed	Sometimes	Consistently
Collects data by determining (most) categories in advance			
Conducts a survey			
Chooses a method to record collected data (e.g., tally marks)			
Constructs and labels pictographs and bar graphs			
Displays data collected in more than one way and describes the differences			
Read and Ask Questions About Graphs			
Formulates questions that can be addressed through observation			
Interprets displays by noting how many more/less than other categories			
Poses and answers questions about data collected and displayed			

Strengths:

Next Steps:

Connecting Home and School Line Master 2-1



NOTE TO THE TEACHER

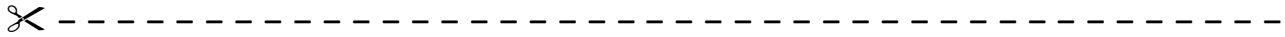
You may wish to send families a *Marsh Watch* letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.

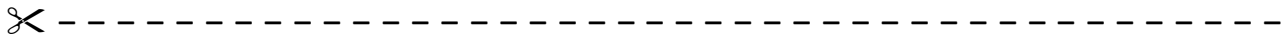
Connecting Home and School Line Master 2–2

Dear Family:

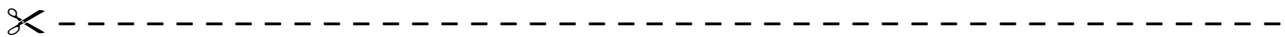
We have been working on **Marsh Watch**, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that “Collecting and displaying data can help us predict and interpret situations.” Particular focus is placed on conducting surveys, and making and reading pictographs and bar graphs. Try this activity at home.



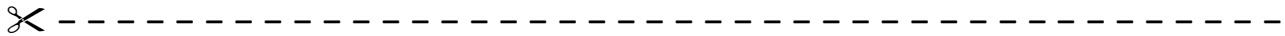
Reading the Story: As you read the story, enjoy the tallying results as Josh completes his surveys and try to predict his final results. Encourage your child to identify important elements of each graph and explain the differences among them.



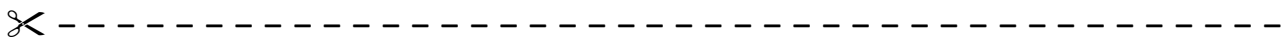
Coin Toss: Use a coin to play. With your child, decide who goes first and whether heads or tails wins. In turn, flip the coin and record heads or tails using tally marks. Pause after 10 or 20 turns each to tally results and determine who is ahead. Keep playing to see who can get the highest number of heads or tails. Your child can also choose to make a graph of the results.



Family and Friends Survey: With your child, design a survey question to ask your family and friends about a specific topic, such as favourite colour, favourite animal, or favourite sport. Work together to come up with the question and a set of appropriate responses. Record answers using tally marks and then graph the final results as either a pictograph or bar graph.



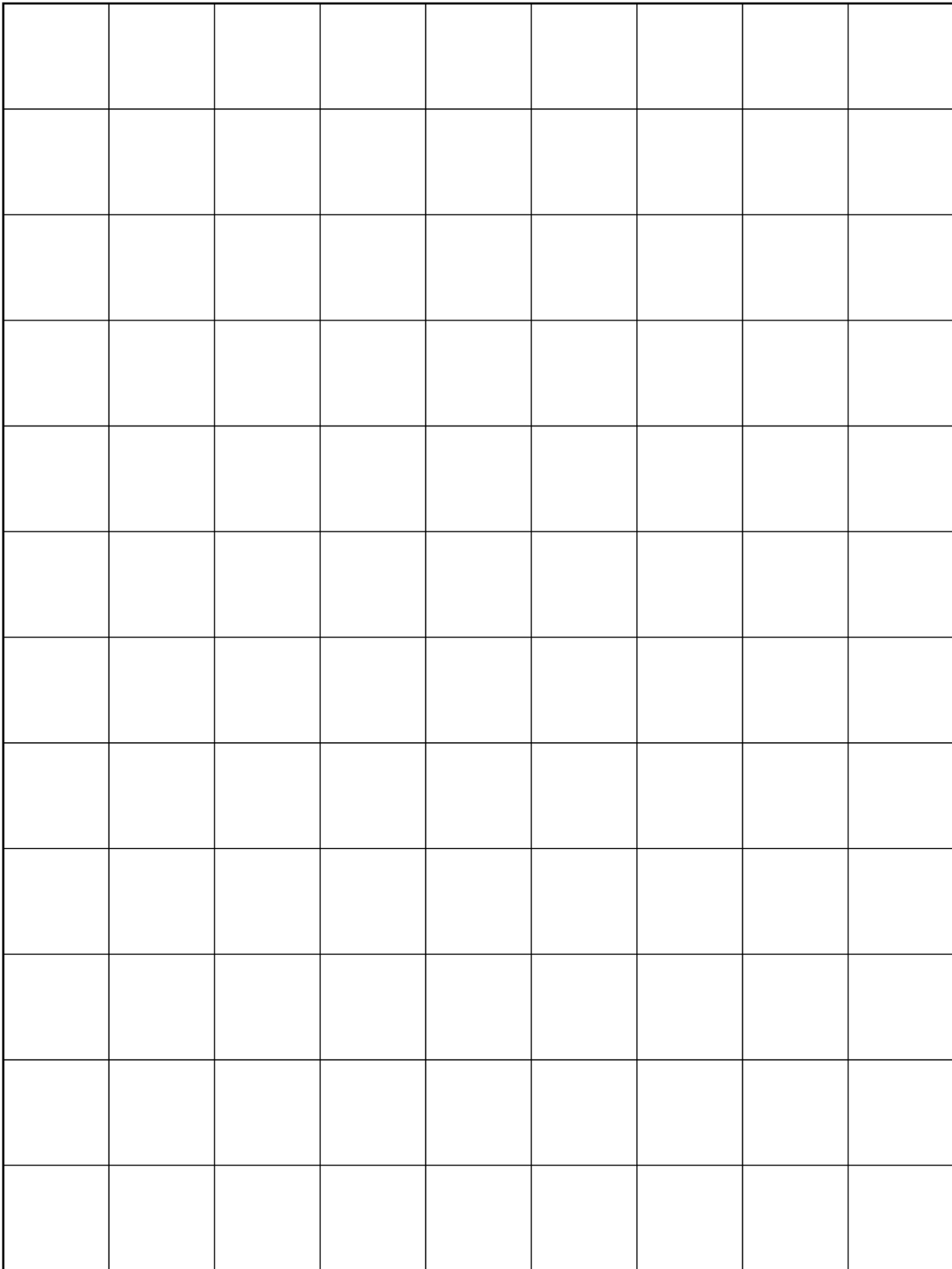
Outdoor Observation: With your child, select an outdoor space to observe. Write down the animals (or other living things) that you see during a specific time period and keep track of the numbers using tally marks. Graph the final results as either a pictograph or bar graph. Ask your child what he/she learned about your neighbourhood. How can he/she use that information? Bring the graphs to class to share with the whole group.



Sincerely,

Marsh Watch Math Mat

Line Master 3



Animal Survey

Line Master 4

Name: _____

Survey Question: _____

Animal	Tally Marks

Pictograph Templates

Line Master 5-1

Vertical

Name: _____

Graph Title: _____

Pictograph Templates

Horizontal

Line Master 5-3

Name: _____

Graph Title: _____

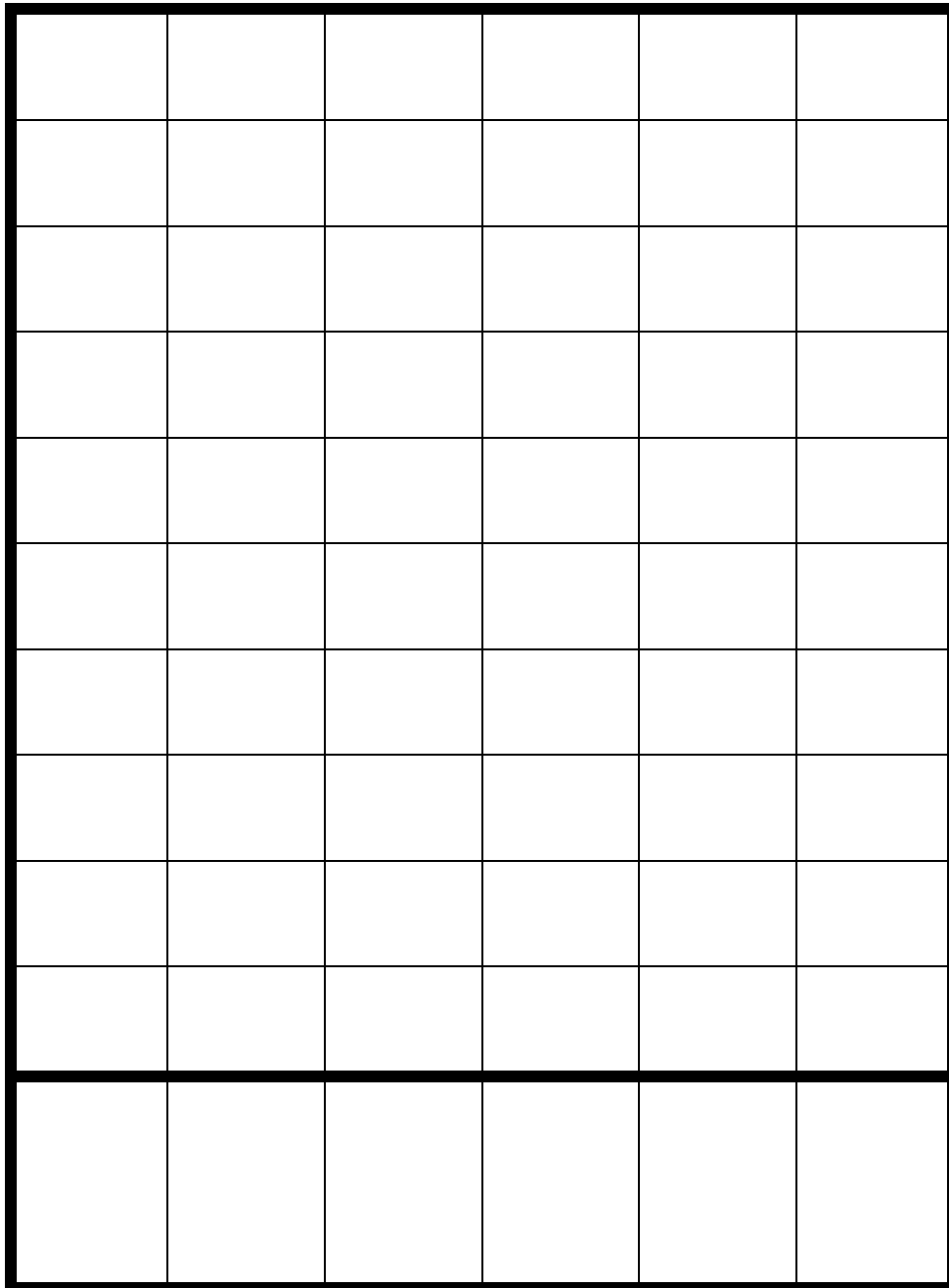
Bar Graph Templates

Line Master 6-1

Vertical

Name: _____

Graph Title: _____



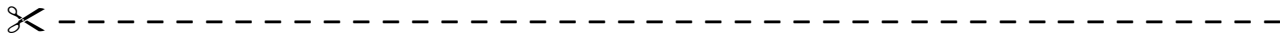
Earth Day Survey

Line Master 7

Survey Question: _____

Earth Day Idea	Tally Marks

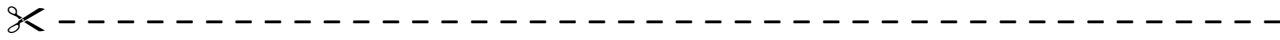
Earth Day Recommendations Line Master 8



Name: _____

Date: _____

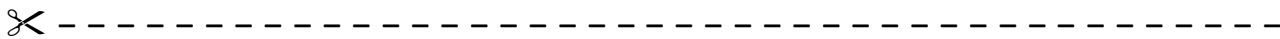
For Earth Day, I think we should _____



Name: _____

Date: _____

For Earth Day, I think we should _____



Survey Template

Line Master 9

Name: _____

Survey Question: _____

Coin Toss

Line Master 10



Player 1: _____

Heads	
Tails	

Player 2: _____

Heads	
Tails	



Player 1: _____

Colour 1 _____	
Colour 2 _____	

Player 2: _____

Colour 1 _____	
Colour 2 _____	



My Recommendations

Line Master 11



Name: _____

Date: _____

My question is: _____

I think we should: _____



Name: _____

Date: _____

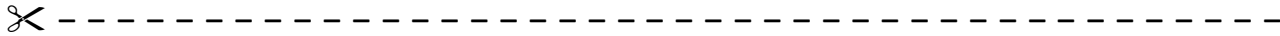
My question is: _____

I think we should: _____



Graphing Problems

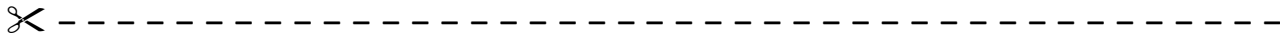
Line Master 12-1



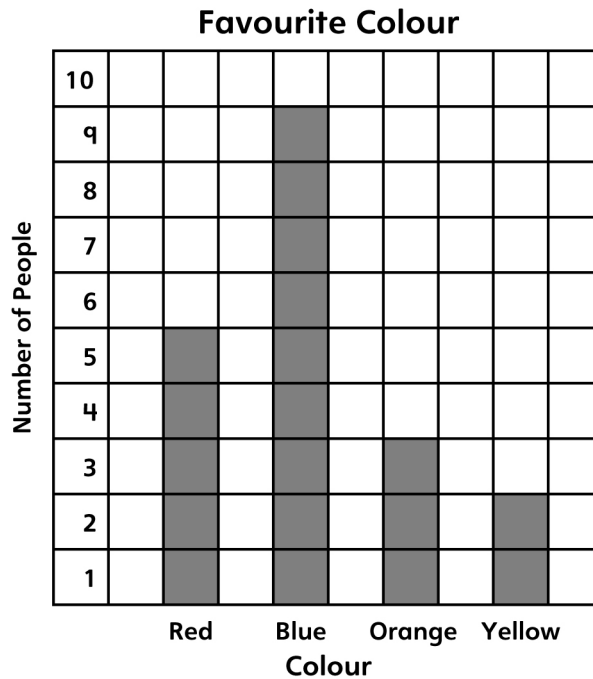
Suppose you asked your classmates what their favourite colour was:

Red = IIII	Orange = III
Blue = IIII IIII	Yellow = II

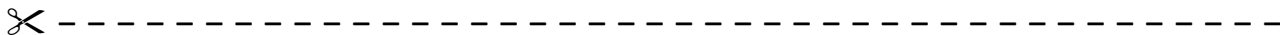
Which colour was the most popular? Which colour was the least popular? Explain how you know.



Suppose you asked your classmates what their favourite colour was:

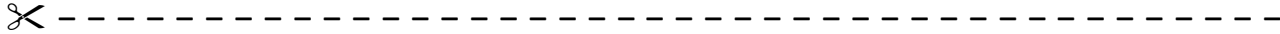


How many people chose yellow? How many more people chose blue?



Graphing Problems

Line Master 12-2

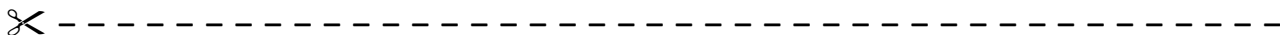
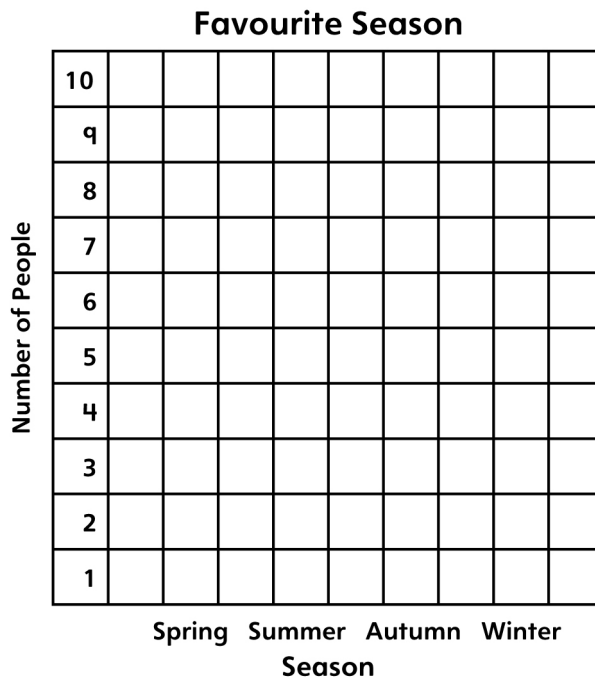


Suppose you asked your classmates what their favourite season was:

Spring = IIII I	Autumn = IIII
Summer = IIII III	Winter = II

Which season was the most popular? Which season was the least popular? Explain how you know.

Use the data in the tally chart to create a bar graph of your classmate's favourite season.





Josh observed the marsh again.

His observations are shown in this chart:

Turtle Marsh Animal Groups Count

Amphibians	HHH III
Mammals	III
Reptiles	HHH II
Birds	HHH HHH
Fish	HHH HHH II

How many more fish than mammals did Josh see on this visit?

Use words, numbers, and/or drawings to explain how you got your answer.

